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ABSTRACT

This report gives a picture of the Nashville University Center (NUC) during the academic year 1973-74. The purpose of the NUC is "to encourage through cooperation operating economies and academic and community programs that cannot be undertaken by individual institutions." To succeed in creating individual programs of cooperation, the NUC must also pursue the more general purpose of facilitating and increasing the communication and interaction at every level among these institutions. The document is divided into six sections: Section 1 covers academic cooperation activities, (cross-registration, departmental interaction, the common calendar, Fisk-Vanderbilt dual-degree program in science-engineering, committee on linguistics, and the Inter-University Psychology Consortium). The Fine Arts Festival and the Cooperation in Administrative Services are contained in sections 2 and 3. Section 4 concerns shared educational media resources (libraries, computer-assisted instruction, and cable tv). International programs and affairs comprise section 5. Section 6 delineates other projects and prospects (research in education, equal opportunity in housing, and continuing education and life-long learning). The financial statement and the committee membership list is also included. (Author/PG)

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REPORT OF THE EXECUTIVE DIRECTOR

1973 - 74

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NASHVILLE UNIVERSITY CENTER COUNCIL
SEPTEMBER 1, 1974

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The Nashville University Center

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TO THE COUNCIL OF THE NASHVILLE UNIVERSITY CENTER:

I am pleased to present to you this report on the past year as provided in the Constitution of the Nashville University Center. It has been a year of solid progress on a number of fronts, and this is reflected in the report which follows. It has been good working with you as a Council during this past year, and I look forward to another equally good year.

I am indeed indebted to the chairmen of the various NUC committees for their work during the year and, in particular, for their reports on that work. Much of this report is in their words; I do take responsibility for having amended those words at places to fit into the overall scheme of the report.

Richard H. Morgan
Executive Director

Office of the Executive Director
Box 890, Fisk University
Nashville, Tennessee
September 1, 1974

The purpose of The Nashville University Center shall be to encourage through cooperation operating economies and academic and community programs that cannot be undertaken by individual institutions, or can be done better through cooperation with other member institutions.

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INTRODUCTION

The report that follows gives a picture of the Nashville University Center during the academic year 1973-74. This past year was the fifth year of operation of the NUC. To put these five years in historical perspective, one notes that Fisk, Meharry, Peabody, Scarritt, and Vanderbilt have been located where they are in close proximity to one another for the past half century, Scarritt having been the last to move to its present location in 1924, and these five institutions have always interacted — cooperatively and competitively — as long as any two of them were in existence near one another. In 1969 they formed an organization by agreement among themselves to consider systematically and work towards any and all sorts of cooperative arrangements where those arrangements would be of benefit to the institutions and their students. "Nashville University Center" was the name given to this organization when its constitution was written two years ago, and the organization — with its Council, numerous committees, and small staff — has continued to work toward the goal of maximum cooperation from the beginning.

The purpose of the Nashville University Center as stated in its Constitution is "to encourage through cooperation operating economies and academic and community programs that cannot be undertaken by individual institutions, or can be done better through cooperation with other member institutions." To succeed, though, in this purpose of creating individual programs of cooperation, the NUC must also pursue the more general purpose of facilitating and increasing the communication and interaction at every level among these institutions. Cross-registration, a common calendar and transportation among the more distant campuses have formed a kind of foundation for cooperation among these institutions, with a number of other programs considered and built thereon. In the present situation one can point to the following as signs of cooperation and interaction among these institutions:

- About 2,500 students per year cross-register, and this number is increasing;
- The number of riders on the Shuttle Service has risen to well over 1,000 per week;
- All of the students in Nashville University Center institutions have the same kind of identification card which identifies him or her as an NUC student;
- In the fine arts, there is a Christmas concert each year, a joint catalogue of course and program offerings, and a quarterly calendar of fine arts events; and there have been three annual fine arts festivals;
- The Psychology Departments have a very active consortium among themselves with a full-time coordinator;
- A major study of how the libraries of Fisk and Meharry might be related to the Joint University Libraries has been completed;
- There in an inter-institutional linguistics major;
- An inter-institutional committee administers a sizeable grant program for younger scholars doing research in education, funded by the Spencer Foundation;

- The International Programs Committee of the NUC administers a joint program for various kinds of international exchange, funded by the U.S. State Department, and an International Programs Coordinator facilitates other developments in the international area.
- There is an increasing exchange of information about events of general interest across institutional lines.
- An inter-campus mail service has been established among the NUC institutions.
- Groups of counter-part academic departments exchange faculty and engage in other forms of communication and cooperation, and Fisk University has institutionalized an office to encourage more of this.
- Three of the institutions participate in a program of joint purchasing and warehousing.
- There is a dual degree program in science and engineering between Fisk and Vanderbilt; and
- Fisk, Meharry, and Vanderbilt have committed themselves in a substantial way to designing and giving consideration to a University Services Corporation during the coming year.

The various sections of this report give further details about the accomplishments and activities of the NUC listed above and also tell about other matters which are under consideration. The major sections of the report reflect in a rough way — in their ordering and length — the programs and priorities of the Nashville University Center and these in turn are reflected in the organization of the NUC.

A word about the organization of the NUC is in order. The NUC Constitution provides for a Council and Executive Committee. One has to admire and extend appreciation to the stalwarts of the Council who come to the monthly meetings held at the early hour of 7:30 a.m. for breakfast and talk. A really hard-working group among these is the Executive Committee who carry the main burden of the organization and who have an additional meeting at least monthly and who go year round. The Constitution also provides for standing committees in the areas of academic programs, facilities and resources, student affairs, community programs, and development. These committees have the important function of taking a constant critical look at the processes of the NUC in their areas to see that the NUC is doing what it should be and to prune unproductive effort.

The most active of the advisory committees, as the standing committees are called, are in the areas of academic programs and facilities and resources, and this is as one would expect given the present priorities of the NUC. The Academic Programs Advisory Committee, which oversees about ten other NUC committees, has been particularly busy this past year reviewing the work of those committees and looking at the broader picture of academic cooperation; their work is given in more detail in the immediately following section. The NUC has also always given major consideration to the facilities and resources area and this work is described in the third section of the report. The second, fourth, and fifth sections deal with further aspects of academic cooperation. The final, sixth section takes up other projects and prospects, including student concerns and a project of the Community Programs Advisory Committee.

Section I
ACADEMIC COOPERATION

Student interchange, faculty interchange, joint academic programs and academic coordination are the most important areas to which a cooperative arrangement such as the NUC must address itself. It is only through these four mechanisms that the rhetoric which undergirds such a cooperative venture can be realized with respect to the main core of the member institutions, i.e., their academic program. That rhetoric says that through the pooling and sharing of academic resources and the non-duplication of offerings institutions of higher education can appreciably enhance their programs at some savings to their budgets. The four matters listed above are the specific means of effecting the more abstractly stated goals of pooling, sharing and non-duplicating. Each of the existing committees of the NUC in the academic area (Afro-American studies, fine arts, continuing education, registrars, mathematics, psychology, teacher education, linguistics, international programs, educational media resources, and calendar) was created to work on a piece of these more general goals in a specific area.

It is the purpose of the Academic Programs Advisory Committee to see that existing committees are working effectively in their areas of responsibility and also to see that the NUC is carrying out its responsibility to make progress with respect to the goals mentioned above. Under the active and positive chairmanship of Dean Forrestt A. Miller this past year, that committee took a clear and firm grasp of these responsibilities. Reflecting on the year, Dean Miller states, "The Academic Programs Advisory Committee found that the general communication facilitated by the meeting together of representatives from the several schools during the year was highly advantageous. It, therefore, recommends that the committee be continued as a permanent part of the committee structure of the NUC, both to advise the Executive Committee and to serve as a forum for the interchange of information and ideas, to foster the development of joint academic undertakings, and to facilitate the inter-action of departments and programs . . . . There has been an excellent rapport during the academic year 1973-74 that the committee sincerely hopes will continue through the next year." Specific recommendations of this committee with respect to the various NUC committees are included at relevant places in this report. Suffice it to say at this point that they did review the work of most of the NUC's academic committees and made many useful recommendations about them. The most heartening development with respect to this committee, though, is that they definitely got underway the discussion of how, in an important way, to bring about the essential (but general and difficult) goal of increasing the complementarity and reducing the duplication among their respective academic programs.

Cross-registration

Cross-registration is an essential element of academic cooperation among institutions of higher education and a matter to which some attention was given by the NUC institutions during the past year. Dean Arthur Cook, Chairman of the NUC Registrars Committee which has major responsibility for this area, makes this report on the past year.

"The most significant progress during the 1973-1974 academic year has been acceptance by all member institutions of NUC of the principle of Equal Access to Classes.* Each member institution now admits students from all other member institutions into classes on the same criteria as they admit their own students. As a result of this, it is now possible to pre-register students and have them placed in classes at other institutions before the beginning of the semester for which they register. This will make cross-registering of students much easier and far more meaningful than it has been in the past.

"Each member institution of NUC has agreed to make available to each of the other institutions, any number of catalogs and schedules of classes desired. This will allow all faculty members and all students to have easy access to class offerings at other institutions.

"Study is now under way to develop a common computer numbering system for all students attending NUC institutions. Studies are also being made in the areas of common coding, administrative systems, data flow systems and data flow techniques. These studies are a result of a joint meeting of the Common Coding Committee and the Registrars Committee. Much study is yet to be done before significant changes can be brought about in these areas.

"It seems that the Registrars Committee has done, or is doing, all that we can at the present time to insure easy and adequate cross-registration and we look forward to making offerings at each of the member institutions easily available to all Nashville University Center students."

Departmental Interaction

It is increasingly recognized that communication and coordination among groups of counter-part departments is a key to academic cooperation in the University Center. The formal and informal mechanisms by which students are encouraged to cross-register, faculty exchange, the elimination of unnecessary duplication in course offerings, and cooperation in research and other scholarly efforts are all, in the final analysis, departmental matters. It is for this reason that the NUC undertook in 1972-73 to initiate discussions among groups of departments in the same discipline on a pilot basis among a few departments and during this past year expanded this to virtually all of the liberal arts disciplines

*The policy passed by the Council and accepted by the member institutions concerning cross-registration of students with equal access to courses is as follows:

"Any person regularly enrolled as a full-time student in any of the five colleges and Universities in the Nashville University Center may enroll in any course in any of the other member institutions on the same basis as students in the host institution. The cross-registered students shall be subject only to general degree requirements of the home institution and such limitations as are imposed upon its own students by the host institution. Tuition charges and laboratory or other special fees shall be payable to the home institution, which shall compensate the host institution at rates to be determined from time-to-time by agreement among the chief executive officers of the five institutions. The cross-registered students shall be subject to the academic standards and student personnel regulations of the host institution as such apply to the course or courses involved.

where counterparts existed. The usual sequence for these initiatives was that the Executive Director spoke to each chairman individually in a given discipline and then invited those chairmen to meet together. Following this, every effort was made to follow up on the ideas which came out of these meetings regarding possibilities for further interaction and cooperation. Some limited funds were available to support the activities suggested.

Partly as a result of the NUC's initiatives in this area, there was a considerable amount of interaction among counterpart departments during this past year. The English, economics, mathematics, and philosophy faculties all had get-togethers of various sorts involving both social and business aspects in varying proportions. There was a notable increase in joint seminar participation as a result of increased efforts by the departments to encourage participation from other institutions. An exchange professorship has been worked out in English between Fisk and Vanderbilt during the coming year. The NUC office put out two leaflets to large groups of students bringing cross-registration possibilities to their attention in the areas of philosophy-religious studies and geography-geology. In physics, Vanderbilt offers astronomy to the Fisk campus and Fisk offers infrared spectroscopy to the Vanderbilt campus. In economics a number of courses are cross-listed between Fisk and Vanderbilt, and the Vanderbilt Economics and Business Administration Department has two joint appointments with Meharry in health economics. One needs to add that this listing of examples is merely illustrative and by no means complete.

A further development of importance to the whole area of academic cooperation and to departmental interaction in particular is the receipt by Fisk of funds under Title III of the Higher Education Act in the Advanced Institutional Development Program. Many parts of that program at Fisk have inter-institutional implications, such as the CAI program and the Economics Management program, but there is also support for a person at Fisk, attached to the Dean's Office who will have as a major responsibility the facilitating of academic cooperation between Fisk and its neighboring institutions. A major aspect of this program is understood to be cooperation with departments which are counterparts to the departments at Fisk. This is a particularly encouraging development because it is a kind of institutionalization within a member institution of one of the major thrusts of the NUC.

The Common Calendar

Achieving and maintaining a common calendar for the academic year among the various units of the University Center has been one of the primary tasks of the Nashville University Center. This goal has largely been accomplished with a rather complete concensus that where we are is where we need to be. Here, and across the nation, it has become well established that the first semester of the academic year should end before Christmas. Once this is set, there are a number of ways of arranging the rest of the calendar, but the most common way that has emerged is to have a longish Christmas break (about three weeks) and

then have a spring semester of traditional length which ends the academic year in early to mid-May. During this past year there were differences among the member institutions with respect to when the second semester began, but these differences have been resolved for the coming year. With the academic year over in May there is left a rather long summer which can be scheduled with some flexibility. Here in the University Center special courses in May are gradually coming into being as viable options. These are likely to flourish because there are indeed many things which can be done well during this time, but there is no suggestion that all should participate. One must acknowledge, though, that a yet-to-be-resolved problem with this calendar is the stubborn fact that the number of weeks between freshman orientation at the beginning and Commencement at the end of the year is still a shorter period than is needed by the medical schools for their curriculum. Thus the medical units of the University Center are not on the same calendar.

Fisk-Vanderbilt Dual-Degree Program in Science-Engineering

An excellent example of a joint academic program in the University Center is the Fisk-Vanderbilt Dual Degree Program in Science and Engineering. This is a unified, five-year program between Fisk University and the School of Engineering at Vanderbilt which gives students two bachelors degrees, one in science from Fisk and another in engineering from Vanderbilt. This past year was really the first full year of operation of the program. Major efforts are being made to recruit students for the program, guide and counsel students who are admitted to the program, and secure adequate financial aid for those who are in the program.

Dr. George Neely, Director of the Dual-Degree Program, makes this report on the program:

"Students in the program this year were mainly freshmen selected from the Admissions Office list of accepted students for 1973-74. Nine freshmen in the program took an average of 30.5 semester hours during the year and compiled a grade point average of 2.99 out of a possible 4.00. Semester hours ranged from a high of 39 to a low of 28. Grade point averages ranged from a high of 3.75 to a low of 2.52. These statistics tend to support the selection process executed in September. Although the selection process was initiated somewhat after the fact, the criteria used will be incorporated into regular selection activities for the future. It is especially important to note that three of these students took courses at Vanderbilt during the second semester as an indication of our effort to immerse the students in the academic activities of both institutions as early in the program as possible. All three passed with above average grades. Our plan is to have at least twelve students at the freshmen-sophomore level taking courses at Vanderbilt during 1974-75.

"There is a possibility that one of the Vanderbilt engineering courses will be taught on the Fisk campus. The selection of students and their subsequent performances should do much to reduce or eliminate attrition in the program.

"Five of the students in the program received some financial aid directly from

the program although all nine had some basic financial need. The amount of aid actually given was limited because of the uncertainty that adequate funds for this purpose would be forthcoming at a rate adequate enough to increase our financial support commitment. At the present time it appears these funds are available and this should be reflected in the next year's budget.

Fund-raising for the program continued to be encouraging for the year as is reflected in the program's financial status. During the period covered by this report, several corporations have informed us of funding for 1974-75. More trips for fund-raising will be planned around recruitment activities. This would permit a team made up of a fund-raiser, a program representative and a student to approach potential donors thus giving a broader spectrum of the need for support for programs such as this.

Committee on Linguistics

The Committee on Linguistics is an excellent illustration of the NUC concept. While none of the NUC institutions has a linguistics department, nevertheless by bringing together those most concerned with this discipline on an inter-institutional committee one has *de facto* a department serving all of the institutions. At Peabody linguistics is a recognized undergraduate major. At Fisk and Vanderbilt efforts are underway to clarify and undergird linguistics as an option for undergraduate study.

Prof. Waiburga von Raffler Engel is chairman of the NUC Linguistics Committee and she makes this report.

During the academic year 1973-74 the NUC Linguistics Committee surveyed its previous recommendations and adjusted them in view of changes in faculties at the member institutions. The committee is now ready to print a brochure outlining its program. This brochure will be available by the beginning of the next academic year (Fall, 1974).

Vanderbilt University now has a Program Committee on Linguistics which is chaired by Prof. Chapek. Two new courses have been introduced: *Field Methods I* and *Field Methods II*. The Department of Religious Studies at Vanderbilt University has been funded by NEH to sponsor a course in *Semiotics and Exegesis*. This course is coordinated by Prof. Patte and the linguistics part will be covered by Prof. Engel. Contacts have been established between the chairman of the Vanderbilt Department of Political Sciences and myself and the possibility of an inter-disciplinary course in *glottopolitics* is being considered.

During the past year the Nashville Linguistic Circle has sponsored lectures on the Vanderbilt and Peabody campuses and at the Bill Wilkerson Speech and Hearing Center.

The Southeastern Conference on Linguistics will hold the meeting of SECOL XIII in Nashville in the Spring of 1975. After it was offered to myself, it was taken to the Committee and they accepted the sponsorship of the conference.

Contacts have been established with the Vanderbilt University Law School and a symposium on Linguistics and the Law is planned for some time during 1975.

Interuniversity Consortium in Psychology

Dr. Les Phillips, Coordinator of the Nashville Interuniversity Consortium in Psychology makes this report on 1973-74:

"During 1973-74, activities undertaken within the framework of the Consortium were designed to promote an increased emphasis on working and learning together among faculty and students from the various Consortium departments. In addition, an explicit focus was to engage greater participation of professionals from local mental health agencies in Consortium activities. Efforts were pursued in the following areas:

"1. *Workshops.* In 1973-74 the Consortium Workshop Committee included 13 members representing students, faculty, and practicum agency staffs. Under the chairmanship of Larry Weitz, four workshops were offered. These were: Group Dynamics Workshop, Phychology of Social Change, Family Therapy Workshop, and Behavior Modification Workshop. Other workshops also offered by the Consortium included a transitions workshop, an orientation workshop, and a conference on parent-child interactions.

"2. *Courses in Community Phsychology and Organizational Development.* In the Fall of 1973, a Consortium-wide interuniversity course was offered with the title of "Introduction to Community Psychology". Faculty for this course included M. Dickson (Peabody), A. Mathis and D. Terrell (Fisk and Meharry), W. Smith (Vanderbilt Engineering), and L. Phillips (Vanderbilt). Students could register at Fisk, Peabody or Vanderbilt in order to attend the course. During the 1974 Spring semester, an interuniversity course in "Organizational Development" also was offered.

"3. *Training Programs.* The Consortium has undertaken the development of several innovations in training. Along these lines, the 1973-74 academic year saw the invitation of a special arrangement between the master's level schools (Fisk and Tennessee State Universities) and the schools offering the doctorate in psychology (Peabody and Vanderbilt). Peabody offered to accept up to four students from Fisk into its doctoral program, essentially on the recommendation of the Fisk faculty. A similar offer was made to Tennessee State. On its part, Vanderbilt made an analagous offer to Fisk. Students are now beginning to enroll under these arrangements.

"Another innovation in the training area was related to graduate training and research to recruit a Director for a graduate psychology research and training program on alcohol dependence. While the training program is supported by a training grant from the National Institute on Alcohol Abuse and Alcoholism to the Vanderbilt University Department of Psychology, there is an understanding that the program will be well integrated with the Nashville Interuniversity Consortium. The Director of the new program is Dr. Mark Sobell.

"4. *Practica.* With respect to practica one should mention these two things: (1) There is a Practicum Handbook which is the major information source on thirty-two practicum placements available to Consortium students. (2) Three students from Vanderbilt planned and implemented a procedure whereby consortium students in clinical programs preregistered for Fall practica in the Spring of 1974.

For further information on the Interuniversity Phychology Consortium one should contact Dr. Phillips at Box 512, Peabody College or telephone 327-8033.

Section II

THE FINE ARTS IN THE NASHVILLE UNIVERSITY CENTER

The fine arts remains an area of high priority for the Nashville University Center. Prof. F. Hamilton Hazlehurst was chairman of the NUC Fine Arts Committee during this past year and he gives this report of its work:

"Deliberations during the year 1973-74 of the Fine Arts Committee of the Nashville University Center were concentrated on gathering material and writing a proposal which might be submitted to a major foundation for possible funding. And although the year ended without the proposal taking definitive form, it is felt that much was accomplished in getting members of the Fine Arts group to see the efficacy of a joint endeavor which might lead to the enrichment of all of our programs.

"As the unifying link between NUC institutions, the committee sees the consortium idea as the most plausible method of establishing an "umbrella" under which we may then attack certain smaller programs, e.g. Arts Resources Center, endowment for NUC Arts professors, etc. Once the critical needs are clearly defined and carefully described — complete with detailed budgetary projections — certain foundations will be approached.

"The committee has been assured of the assistance of the development offices of Fisk and Vanderbilt in helping to write up appropriate proposals. With this in mind, representatives of these offices have attended several of our meetings in order to better understand our problems and essential needs. Further, lists have been compiled of foundations whose histories reflect support of Fine Arts endeavors.

"In the forthcoming academic year, the committee will continue to concentrate its efforts in program development. Subcommittees will be established in order to delve more deeply into the needs of the individual disciplines. By the end of the year, it is hoped that a solid proposal or proposals upon which the majority of the committee can agree will be available. There is still a decided need to overcome insular attitudes on the part of certain individuals. However, with the heartening support of $8,000 for "program development" approved by the NUC Executive Committee and Council, together with the general good will of the members of the NUC Arts Committee, substantial progress seems a near certainty."

Fine Arts Festival III and Other Activities

During the past year the fine arts departments of the University Center cooperated in the presentation of a series of Christmas Concerts at Fisk and at Vanderbilt and Fine Arts Festival III. The Christmas Program was presented on December 8, at the Fisk University Chapel and twice on December 9, at Benton Chapel on the Vanderbilt Campus. The choir from Fisk, Peabody and Vanderbilt each performed individual numbers and then joined together to sing several selections. At each of the concerts the choirs and the large congregations sang Christmas carols with brass and organ accompaniment. All three of the concerts were extremely well received by the audience and the critics. Hopefully, these concerts will be allowed to continue.

Fine Arts Festival III occurred during the week of February 17 through February 23. During that week various aspects of the fine arts in the University Center were displayed at their best. In an attempt to draw as varied and as large an audience as possible, each of the musical events consisted of two short programs by performers of contrasting style and/or medium. The Kappa Delta Cotton Pickers performed on the same program as The Black Mass Choir, The Peabody Chamber Players with the Orchestrated Crowd, the Vanderbilt Chamber Singers with the University Concert Band and the University Wind Ensemble. Stanley Ware sang on the program with the Peabody Madrigalians and the Fisk Woodwind Quintet performed with the Peabody-Vanderbilt Jazz Ensemble. Others performing during the week were Christian Teal, violinist, and Lucien Stark, pianist. The largest single undertaking was a performance by the combined choirs of Fisk, Peabody, and Vanderbilt with the University Orchestra. They performed the Bruckner "Te Deum", the Mozart "Coronation Mass", and "Psalm 100" by Ralph Vaughan Williams.

The Art Department of Fisk University presented The Nelson Stevens - James Phillips Exhibition and the Vanderbilt University Art Department presented Twentieth Century Selections from its Permanent Collection. The Art Department of Vanderbilt and the Music Department of Peabody jointly presented "One Full Rotation of the Earth", a fascinating, one-hour long, multi-media work.

The cooperative spirit shown by the various participants in Festival III was particularly encouraging. Others contributing significantly were administrators, office personnel, and maintenance people from the various institutions. A very special thanks should go to Susan Moore who did much of the work on the publicity posters and fliers and to Earl Clanton who coordinated the publicity for the festival. Mr. Fred Ford was overall Coordinator of the Festival and did an excellent job in that capacity.

The performances presented in Festival III were of an exceptionally high standard, and the critics and audiences were very enthusiastic in their praise. It speaks well for the member institutions that they can present such fine work by their students and faculty. Considering the excellent quality, the cost of this festival is extremely small. The total expense was slightly over $7,000.

Another aspect of the work of the NUC Fine Arts Committee is the fostering of information about opportunities for study and participation in the arts in the University Center. Vanderbilt University has continued to produce a quarterly calendar of art events in the University Center and the NUC Office distributes its updated and revised catalogue of fine arts programs and courses covering 1973-75. Both of the above publications are valuable, but even stronger cooperation between the member institutions is needed in this area.

One serious and pressing problem facing all the institutions of the NUC is the lack of adequate performance facilities. No auditorium exists in the Center large enough to accommodate, on its stage, a full orchestra. This year we were able to use Massey Auditorium at Belmont College for our large combined program, but the cost and inconvenience for rehearsals and the performance was great. Hopefully, some plans will be made soon for the building of an auditorium that can be used by all the performing organizations in the University Center.

Section III

COOPERATION IN ADMINISTRATIVE SERVICES

Cooperation in administrative services has always been a major area of concern for the Nashville University Center. The Resources and Facilities Advisory Committee, which has as its primary task overseeing this general area, was one of the three original standing committees of the Nashville University Center Council Cooperative Study and that committee in turn spawned several other study committees. Each of these committees represented an area of administrative services and most of those committees still continue in one form or another at this time. Each of these committees was given the task of studying ways to provide its given service better or more cheaply or both through cooperation if possible. The successes of this process are detailed in this section in the paragraphs which follow.

A University Services Corporation

During this past year the Facilities and Resources Advisory Committee, made up of those senior administrators at each NUC institution responsible for administrative and financial services, has mainly concerned itself with initiating a new strategy for speeding the pace of progress in the administrative services area. The strategy that the Resources and Facilities Advisory Committee recommended to the NUC Council was that major consideration should be given to the creation of a university services corporation. One possible reason for such a structure would be the (not yet tested) assertion that a single unit providing a service to more than one campus can do so better and more cheaply to each campus than would be the case if each campus had to provide that service itself. Also, such a university service corporation could have built into it financial incentives for delivering these services as cheaply as possible, incentives which are generally lacking in the business operations of most non-profit institutions. If such a structure could be created embodying these advantages, then a wide variety of administrative services could be centralized into a corporation serving two or more of the NUC institutions. Not all of the NUC institutions would necessarily participate, though that would be the goal.

The NUC Council received and approved the recommendation from the Facilities and Resources Advisory Committee that as many of the NUC institutions as possible commit themselves to the study of the design and feasibility of creating a university services corporation with no commitment that anyone would "buy into" the result of that study. The commitment to the study is proposed to take the form of a commitment of one-half man years of work from each institution over the next year by each participating institution along with any other resources from within or outside of the institution that can be rounded up. Fisk, Meharry, and Vanderbilt have indicated their commitment to the project and the details for getting the study underway are being worked out at this time.

Joint Purchasing and Warehousing

Joint purchasing and warehousing is gradually becoming a reality among the NUC institutions. During this past year Fisk University used the warehouse on Charlotte Avenue for the purchase of all of its common storeroom items. That warehouse is leased by Vanderbilt University and is, of course, used for almost all of Vanderbilt's purchasing and warehousing. An office machine repair shop is part of that same operation at Vanderbilt, and that shop has been used by Peabody for the past two years and Fisk for the past year at a considerable savings compared to providing that service through a commercial firm. A relationship of the shared purchasing and warehousing operation to Meharry has been talked of for some time. It is likely that with the coming of certain new key personnel to Meharry that that relationship will be effected in the near future. Scarritt also has shown some interest in certain aspects of joint purchasing. In general one can say that the future looks bright for this money-saving relationship among the NUC institutions.

Planning and Management Systems Committee

The Nashville University Center Planning and Management Systems Committee, under the able chairmanship of Charles Bradshaw, has been extremely active in considering the many matters which come under the purview of this committee. One gets a sense of the importance and complexity of their task in the following report from Mr. Bradshaw:

"The Planning and Management Systems Committee has continued with its efforts to enhance the interchange of required information (planning and management data) between member institutions and to influence member institutions to plan for the capability for an improved interchange by developing new or modifying existing internal management systems. There have been specific accomplishments relative to the flow of data required for student class registration. Working with the Registrars Committee the exchange of pre-registration information among all five member institutions has been implemented so that each institution can more expeditiously process and honor course requests from any other (member) institution on the same basis as it does for its own student body. A more workable line of communication between Registrars and Data Managers at the various institutions has been established. A definitive proposal has been developed (and is now under review) to require a uniformity in the assignment of student numbers to allow for a fully automatic transfer of data relating to cross registration. The prospects for increased cross-registration represent major additional data transfer demands. The Committee has been effective in collecting information from the federal government and national organizations concerning activities in the area of standardization in reporting. This information has been analyzed and distributed to member institutions.

"An automatic (through computer based systems) transfer of data between institutions requires some conformity in the way business is done and the rather

strict standardization in coding and numbering systems. The Committee is investigating the feasibility for standardization and common coding relative to the items of student identification numbers, academic course numbers, accounting and fiscal information, and related data. It is expected that recommendations will be forthcoming in these areas.

"At the beginning of the year six study groups were formed which generally cover the entire spectrum of activities which might come under the influence of the Committee. These study groups were to investigate an area and determine the activities in that area which could conceivably result in influence or economies by action of the Committee." These study groups are as follows:

1. Common coding of cost accounting, chart of accounts, fiscal and student number coding structures.
2. Common administrative computer application systems.
3. Joint use of computer facilities.
4. Data flow systems among member institutions.
5. Automatic data flow techniques among member institutions.
6. Impact of external developments leading to the standardization of reporting data and formats.

"These study groups are writing interim reports and it is expected a culmination of the originally intended studies will take place during the coming year. Specific proposals will be made to the NUC Council as they are derived by the Committee. The Committee feels that proposals made to the Council should be properly reviewed by member institutions effected before the proposal is submitted to the Council and that an implementation plan for the proposal be submitted to the Council simultaneously with the proposal."

Inter-university Transportation

Dan Shilstat gives this report on the work of the NUC Inter-university Transportation Committee during the past year:

"The NUC Inter-university Transportation Committee was originally formed to monitor the operation of a shuttle service for those students cross-registered among the five NUC institutions. That activity continues, however, with the advent of fuel shortages and rising costs, institutional parking problems and traffic problems, it is imperative that a major concern for the NUC institutions be 'people Movement' in general. We need to ask: 'How do faculty, staff and employees get to their jobs?' 'How do off-campus students arrive?' 'Once on a campus what circulation system is available?'

"This past year the committee discussed the long range problems of (1) how to relate the character of the potential transportation market associated with the NUC system to the Metro Transportation system; and (2) how to seek to demonstrate to the city the need for improving road access between Fisk-Meharry and Vanderbilt-Peabody-Scarritt. Along these lines, I and Prof. Dan Brown reported some activities which we had developed for Vanderbilt during the year. The first effort involved exploring the concept of carpooling. The idea was to develop a means of matching those with common locations, arrival and departure times so

that the average ridership per vehicle would be increased. A computer program was used to locate employees, faculty, and off-campus students on a grid map of Davidson County. This effort met with only limited success. Another effort reported by Mr. Shilstat and Professor Brown involved attempting to correlate the location of the Vanderbilt related transportation market to existing bus service. This effort is not complete, but one point which became clear is that very few individuals are aware of bus service that exists now and some materials to make routes and schedules highly visible on the campus could encourage those for whom service is available to use it. The University Center should continue to make visible its transportation needs to those planning public transportation.

Discussions related to improving the road access between the University areas centered on defining the conditions necessary to have Metro place a high enough priority on this project to fund it. It is a project which appears important to transportation for the neighborhood, the institutions and for the long-range development of the Nashville Community in general. Efforts are being made to focus this and to develop a communication link and target milestones for action.

The Shuttlebus Service was expanded this year. The bus now operates six days per week between the Fisk-Meharry area and the Vanderbilt-Peabody-Scarritt area. The bus operates from 7:35 a.m. until 9:55 p.m., making trips hourly. The bus operates on Saturday from 9:35 a.m. until 4:35 p.m. The M-F schedule showed some days with over 300 rider trips, and the typical number in the spring rose to around 250 riders per day. This is a marked increase from the 118 rider trips averaged per day prior to the expanded schedule and purchase of the new bus. The NUC Office also distributed materials to advertise the service and this certainly seemed to have an effect on ridership. The present service will be continued for the 1974-75 year with exact schedules available from the NUC Office.

The committee still has before it the questions: What are long-term options for financing the Shuttle Service—student fee, rider fees, general budget, other? And, should the service remain Vanderbilt based in the long run?

The future efforts of the committee should be concerned more and more with the general transportation problem and providing inputs to the planning of community transportation systems.

Section IV

EDUCATIONAL MEDIA RESOURCES

The Nashville University Center has in the past had committees to study learning resources, library resources, and, more recently, educational cable television and computer-assisted instruction. In the course of pursuing their general charge to examine all of the committees of the NUC in the academic area, the Academic Programs Advisory Committee saw these matters as inter-related aspects under the general heading of educational media resources. They made these recommendations:

"The Committee recommends that the Nashville University Center Council create a standing committee on Educational Media Resources. The general charge to this Educational Media Resources Committee would be to monitor the development and use of educational media resources throughout the Nashville University Center and to report to the Nashville University Center Council any recommendations appropriate to the joint usage, procurement, or development of educational media resources. The Committee further recommends that this committee have several subcommittees or task forces, each of which would be more specifically focused. The committee recommends initially the creation of four specific task forces. The first of these committees is the Library Resources Committee which should retain its present charge. The second is a committee to deal with Educational Cable Television. This is likely to be a very important body as time goes on, as the Nashville University Center explores the implications, the legal problems, the educational possibilities and the community responsibilities associated with the use of cable television. This committee should be composed of individuals reflecting both technical knowledge and responsibility for the development of educational policy. The third committee is the Committee on Computer-Assisted Instruction which is already active and in place. The fourth is a new Committee on Audio-Visual Resources which should seek to coordinate the activities of the several audio-visual centers throughout the Nashville University Center to seek common solutions to common problems, and to define possible areas for the sharing of such resources."

Following the receipt of this recommendation, the Executive Committee created the Educational Media Resources Committee and that committee has in turn requested reports from sub-committees in the area of computer-assisted instruction, cable television, and audio-visual resources. The matter of library resources is understood to be in transition given the impact of the study which has been underway during the past year. A report on this matter and brief reports on the continuing studies of CAI and CATV are given in the sub-sections which follow.

The Libraries

The most important matter for deliberation by the Nashville University Center during this past year has been to consider the important question of how the

Joint University Libraries of Peabody, Vanderbilt, and Scarritt and the libraries of Fisk and Meharry might be related. The NUC was able to do a major study of this question by virtue of a generous grant from the Council on Library Resources of up to $25,000.

To recap briefly the story of this study over the past two years, in September of 1972 at the request of the NUC Council, the library directors from JUL, Fisk and Meharry requested a grant to study alternatives for the relationship among their libraries from the Council on Library Resources (CLR). In the early months of 1973, CLR responded by supporting the development of a more detailed study plan. It was obvious that CLR saw the importance of this matter in local and national terms. The management consulting firm of Booz, Allen and Hamilton was employed for the purpose of proposing a study for joint approval by CLR and the NUC institutions, including the JUL. Booz, Allen made their proposal in May, 1973 and by August the necessary approvals for the study had been gained, a local Consultative Committee chosen, (see page), and the study had gotten underway. Dr. Earl Bolton, a Vice-President with Booz, Allen, and Hamilton, conducted the study by interviewing dozens of people in the University Center and by submitting successive drafts to the Consultative Committee. The hard-working Consultative Committee met six times during the six months of the study and commented at length on the developing thinking of Dr. Bolton and others at Booz, Allen assigned to the study. Finally, in March, 1974 this process yielded a report with recommendations. The report was received by the NUC Council and recommendations forwarded with favor to the NUC member institutions and the JUL for implementation.

It would not be fair to suggest that one could do justice in summarizing the Booz, Allen Report in the brief space allowed here but some attempt to do so is necessary. The full report is available in limited supply at the NUC Office. The report looks at the resources of the JUL, and the libraries of Fisk and Meharry and the increasing demands on these resources as well as what each has to offer to the University Center. The report presents some alternative relationships among these libraries ranging from the *status quo* to organizational merger (i.e., an expanded JUL including the libraries of Fisk and Meharry). Criteria are presented for evaluation of these alternatives and the alternatives weighed against these criteria. Finally, one alternative is recommended and a procedure and timetable given for its implementation. The thrust of the recommendation is that a necessary next step in the developing relationship among these libraries is the creation of a contractual relationship among the libraries which in effect simulates an expanded JUL with respect to usage and access. The contract would provide for complete access by all University Center students and faculty to all libraries. There would be an exchange of funds on a no gain - no loss basis. An advantage to this resolution of the question is that it would provide a means of assessing usage and demand across institutional lines which is important in planning future steps in the relationship. It has been pointed out, though, that these recommendations do not provide any means of increasing the total resources of these libraries or of reducing the tremendous burden on each institution of maintaining adequate library resources in their own libraries. An effort

should be made to develop a plan which helps to resolve these problems as soon as possible.

Following the action of the NUC Council to receive and forward the Booz, Allen report, consideration was given to the recommendations in varying ways and with varying results in the councils of the several NUC institutions and the JCL. At this writing the need is for the institutional chief executives to get together to set the ground rules for further negotiations. It is expected that this will happen soon.

Computer-Assisted Instruction

One would have to consider Computer-Assisted Instruction (CAI) a problematic and controversial means of delivering instruction to students. Over against those who see it as a major wave of the future and a means of appreciably increasing the productivity of the educational enterprise are those who have philosophical objections to replacing person-person interaction with machine-person interaction and those who are uncomfortable with computer "hardware" and "software." An administrator may have some mixture of these reactions along with some concern for the initial and continuing costs that seem to go with setting up and maintaining a CAI system. Whatever its merits, each of the NUC institutions is at some stage in the development of CAI in some areas of its instructional program, and one certainly needs to ask, as many already have, whether there are not some common resources that the NUC institutions can acquire together to save the expense that each would have to bear to acquire those resources. The NUC sub-committee on CAI of the Educational Media Resources Committee is in the process of systematically approaching this and related questions. Prof. Thomas F. Potter who was chairman of this sub-committee during this past year makes this report on their activity:

"The NUC Committee on Computer-Assisted Instruction (CAI) met several times during 1973-74 to discuss current developments in CAI at the NUC campuses and to explore the possibilities for joint efforts in CAI involving two or more of the NUC institutions. There is considerable interest in cooperation of this type. The committee will reconvene in 1974-75 under the chairmanship of Mr. Jim Coole from Meharry. The first order of business will be to complete an inventory of CAI hardware and software available at the NUC institutions and at other nearby colleges, e.g., Middle Tennessee State University and Tennessee State University."

CATV

The matter of educational cable television has been of concern to the Nashville University Center for about three years. It has seemed possible for some time that this important technological development would be adaptable to some of the purposes of the several NUC institutions. Depending on the exact config-

uration of the system when and if installed in Nashville. CATV might serve as a means of closed circuit television transmission within the institutions and or an important vehicle for community educational programming. Whether or not the system makes this capability available to the institutions of higher education in this city on an economically feasible basis depends in turn on the terms of the franchise which the city government contracts with a cable television company. The nature of this contract will be determined in part by the ordinance passed by the Metro Council in 1972 which establishes certain conditions for that contract. The NUC *Ad Hoc* Committee on CATV worked to see, successfully, that this ordinance was written in a way which was favorable to the education community.

We are now in the next phase of the matter. A committee appointed by the Mayor is in the process of working out a franchise with companies that wish to provide the system. Two members of the University Center community are on that committee, President Lloyd C. Elam of Meharry and Prof. Lyman Burbank of Vanderbilt. Prof. Burbank is serving as chairman of the NUC sub-committee on CATV. That sub-committee will advise Prof. Burbank in his work on the Mayor's committee and its members will act as liaisons to their institutions with respect to this matter of such great potential importance.

Section V

INTERNATIONAL PROGRAMS AND AFFAIRS

The NUC International Programs Committee provides a mechanism for maximizing communication and cooperation between those engaged in NUC international programs. This includes inter-relationships with local community, regional, national, and international organizations. The Committee, faced with the challenge of this extensive task, functions most effectively.

An important achievement this year was the awarding of the U.S. Department of State Grant in international education exchange (see details below) to be administered by the NUC, specifically by a salaried part-time coordinator. The coordinator, Barbara J. Fraser, and the International Programs Committee have worked closely together in administering the Grant: the Committee has functioned in an advisory capacity for the pathfinding decisions involved, and the Coordinator has acted as a staff person in general matters determined by the Committee. The high degree of cooperation achieved has symbolized the Committee's achievements in other areas and possibilities for the future.

In addition, other specific achievements of the Committee include the production of a joint directory of NUC foreign students, and organization of a foreign student advisors workshop for advisors in the Middle Tennessee area. Several international visitors have been hosted effectively through the cooperation of Committee members. Through cooperation with the Council for International Exchange of Scholars, one or two Italian scholars may be made available to the NUC for the coming fall semester. Program development and representation of Tennessee State University in the Committee, have been other matters under consideration by the Committee and Coordinator.

Immediate plans for the forthcoming year include increased representation on the Committee of NUC faculty-administrators of international programs. Underlying this expansion of the Committee is the recognition that the Committee's present representation is not sufficient to reach all persons involved in leadership of NUC international programs. In addition, in connection with this expansion, there will be a clarification of general and specific goals of the Committee. A practical task, appropriate for the coming year, will be production of a regular NUC international news section or sheet, a means of increasing opportunities for coordination.

High hopes can be held for the future achievement of an International Programs Committee with increased NUC representation, working with an experienced Coordinator. Goals which could be achieved if funds become available would include the following: the establishment of a full-time NUC international office, the funding of a summer time English language institute for NUC international students, and the purchase of a building for an NUC international residential center. These developments would facilitate and require a considerable amount of cooperative effort among those persons in the University Center community engaged in international programs.

The U.S. Department of State Grant

During 1973-74 the NUC was authorized to administer a grant of $20,000, awarded by the Bureau of Educational and Cultural Affairs, U.S. Department of State. The grant had as its purpose the support of international educational exchange in the NUC and Tennessee State University. The Coordinator, Barbara J. Fraser, administered the following five programs under this Grant:

1. *Student Study Abroad.* In order to encourage minority student participation in NUC institutions' overseas academic programs, six travel grants were awarded to American students. Four of these students were at Fisk and one each at Meharry and Tennessee State University. Study fields represented were political science, agronomy, sociology-anthropology, and medicine. The students spent significant periods of study in Nigeria, Ghana, West Germany, France, and Bolivia.

2. *Faculty Research Abroad.* With the purpose of encouraging minority institution faculty research abroad, eight travel grants were awarded to American faculty. Five of these were at Fisk, two at Meharry, and one at Tennessee State University. Study fields represented were political science, chemistry, microbiology, ethnomusicology, English, French, and German languages. Faculty members spent time in Nigeria, Ghana, England, France, Denmark, and Lebanon.

3. *Foreign Student Seminar.* This Seminar provided sponsorship of foreign students already in the U.S. for a visit to NUC campuses. A committee of NUC and also TSU students and faculty was appointed early in fall 1973 to organize this seminar, which was held here on November 8-10. The sponsored group consisted of twenty-three Fulbright-Hays students from neighboring states, representing twenty countries and seventeen fields of study. The seminar theme selected by the organizing committee was "The Effectiveness of the Foreign Student's Experience in the U.S."

4. *Foreign Lecturer Series.* This program sponsors foreign faculty already located in the U.S. for visiting lectureships. Six scholars visited the NUC for periods of from two to five days, during which they visited and lectured on the NUC campuses and also TSU. Nations represented were Ethiopia, Nigeria, Taiwan, Poland, Japan, and Sweden. Fields represented were political science, comparative education, sociology, philosophy, and medicine.

5. *Foreign Scholar in Residence.* A distinguished scholar was selected for this position, but, due to problems elsewhere, the appointment was not finalized. Detailed preparation, including a vote of preference from several NUC departments, has been made in the selection of the 1974-75 scholar. Mr. Sherifdeen Adetaro, lecturer in textile designs, College of Technology, Yeba, Lagos, Nigeria, is expected to assume duties for the NUC in spring 1975.

This State Department grant has been renewed for 1974-75.

Section VI

OTHER PROJECTS AND PROSPECTS

This final section deals with some matters which do not fit under the other section-headings or which are in a nascent state. The vitality of the NUC organization depends heavily on the fresh ideas and initiatives of members of the University Center community who see the possibilities for fulfilment of their own and their institutions' highest aspirations through cooperative efforts among the NUC institutions. The Spencer Foundation grant for research in education by younger scholars is an example of such an initiative. In this case, Provost Nicholas Hobbs of Vanderbilt and the Spencer Foundation must be commended for bringing this about.

A matter which is now in the proposal stage comes from two of the most distinguished scholars in the University Center, C. Eric Lincoln and Walter Harrelson. They are seeking major foundation support for an Institute for the Study of African and Afro-American Religion which would be a cooperative enterprise among Fisk, Vanderbilt, and perhaps other NUC institutions and which would have its organizational home with the Nashville University Center. The staff of the Institute and those who will pursue studies in conjunction with the Institute as Fellows will focus on the historical development and contemporary impact of black religious phenomena, particularly in the geographical areas of the West African Diaspora. As the proposal states, "The appointment of Professor C. Eric Lincoln to the faculty of Fisk University as Chairman of its new Department of Religious and Philosophical Studies offers to the Institute an experienced research scholar with administrative talents. The Institute will necessarily depend upon his leadership and his associations with scholars in many lands who share the concerns outlined above." It is indeed to be hoped that the NUC can help to bring about this important and exciting development.

Spencer Foundation Program for Research in Education

In December of this past year Dr. Nicholas Hobbs suggested that the Nashville University Center apply for one of the grants which the Spencer Foundation has given to a number of institutions of higher education to support research in education by younger scholars. This was done and the Spencer Foundation subsequently approved a grant of $90,000 over three years to the Nashville University Center for this purpose. This total amount will be used over three years for the support of research by young (post-doctoral) scholars dealing with interesting questions coming out of the disciplines across the social, behavioral, and natural sciences to illuminate more basic aspects of the learning processes and individual development.

In accordance with the provisions of the grant, the funds received from the Spencer Foundation will be dispensed to individual investigators by an interinstitutional committee composed of senior scholars from economics, sociology, psychology, the physical sciences, political science, and education. One cannot

help but note that an ancillary benefit of this process is the valuable interaction among these distinguished men from a variety of institutions and disciplines. The Chairman of that committee is Prof. Keith Clayton from the Psychology Department at Vanderbilt. He is to be thanked and commended for having taken such firm hold on the many matters which must be dealt with in the smooth handling of this grant.

Ad Hoc Committee on Equal Opportunity in Housing

From time to time it comes to the attention of the University Center community that a faculty member who is a member of a minority group has difficulty securing housing in Nashville because of discriminatory practices by real estate agents or others.

On the initiative of several members of the University Center community, a group has been formed with the purpose of helping out on this matter and that group has sought recognition and aid from the Nashville University Center. They propose and are proceeding to gather a list of real estate agents and brokers and others who are willing to sign a pledge to follow non-discriminatory practices. This list will be provided to faculty members who are seeking housing.

Student Concerns

While the Student Affairs Advisory Committee was largely inactive during this past year, Dean Margaret Cuninggim, chairman of that committee, was good enough to send along some of her thoughts about the committee.

"This report is made by the chairman only in view of the fact that the committee held no meetings during the past academic year. Effort will be made in the coming year to function actively and to provide leadership in our area of concern.

"Although the committee was inactive, many inter-institutional activities are being carried on through the initiative and interest of particular groups and departments. In musical activities and in sport and recreation, to mention only two areas, there is considerable interaction between students and staffs of NUC institutions.

"I would make these recommendations concerning the committee:

"A. Top priority should be given by the committee to the unfinished task of gathering information from each institution concerning present policies and practices which relate to inter-institutional interaction within the area of student affairs. Once the present status is determined, evaluation by the committee should take place and future improvements and plans delineated.

"B. The suggestions to provide for social interaction between cross/registered students should be implemented in the early fall. Students should be heavily involved in the planning and funds requested to carry out the plans.

"C. Careful study should be made by the committee, in consultation with the NUC staff, to determine the directions in which committee activities and efforts should move. This is particularly true in light of reorganization taking place on the various campuses and new facilities being made available. New developments at Scarritt, and the opening of Sarratt Center at Vanderbilt, are examples of factors related to committee concerns having an impact on future planning."

Continuing Education and Life-Long Learning

It has often been observed that the NUC institutions make only a minimal effort to open their resources to the local community and to adapt to the needs of the non-traditional learner. There are, to be sure, a number of programs which seek in a piece-meal fashion to respond to some aspect of this general problem and opportunity. There is not, however, a mechanism for approaching the matter systematically, except at Scarritt which has a Center for Continuing Education. Each annual report of the NUC has addressed itself to this matter, and we do so here again because of the compelling worth of the idea and to keep the idea before our various constituencies. The Executive Director has, during this past year, suggested in various forums the idea that the matter could be approached through cooperation among a larger set of institutions in the Nashville Metropolitan area. This would have the advantage of obviating competition between the public and private sectors of higher education. A model similar to this is being implemented in Virginia where the Legislature has mandated that a consortium for the delivery of continuing education be established in each of several sub-divisions of the state. It is certainly the case, though, that the implementation of any such model in this vicinity involving any of the NUC institutions would require that those institutions develop and assert their own position of support for this increasingly important aspect of higher education.

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FINANCIAL STATEMENT OF THE NASHVILLE UNIVERSITY CENTER
FISCAL YEAR 1973-74

Balance on hand, July 1, 1973	$ 12,400
[1]Income, July 1, 1973 - June 30, 1974	100,975
[2]Expenditures, July 1, 1973 - June 30, 1974	112,122
Balance on hand, July 1, 1974	1,253

[1]The sources and amounts of income were as follows:

Council on Library Resources	$ 17,908	
Fisk University	25,683	
Meharry Medical College	5,000	
Peabody College	5,533	
Scarritt College	1,050	
Vanderbilt University	25,883	
U.S. Department of Sate	19,918	
Total		$100,975

[2]Expenditures were in the following categories and amounts:

Salaries	$ 23,500	
Social Security	850	
Student help	565	
Supplies	214	
Equipment	684	
Telephone and postage	1,015	
Travel	455	
Equipment maintenance	54	
Program development	1,699	
Printing and duplicating	2,179	
Sub-total		$ 30,993
Special projects:		
Shuttle Service	$ 35,000	
Fine Arts Festival, including Christmas concert	5,785	
Library study, Booz, Allen & Hamilton	17,908	
International Educational Exchange Program	19,918	
Departmental interaction	546	
Fine Arts Catalogue	1,972	
Sub-total		$ 81,129
Total		$112,122

All figures are rounded to nearest dollar amount. These figures are subject to minor changes pending receipt of further data from our fiscal agent, Fisk University.

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NUC COMMITTEE MEMBERSHIP (as of September 1974)

STAFF

Richard H. Morgan, Executive Director
Susan G. Moore, Administrative Assistant
Barbara J. Fraser, Administrator for International Programs
Lenora Gabel, Coordinator for Fine Arts

ACADEMIC PROGRAMS ADVISORY COMMITTEE

E. Oscar Woolfolk, Fisk
James U. Lowe, Meharry
Jewell A. Phelps, Peabody
James I. Warren, Scarritt
Forestt A. Miller, Vanderbilt

AD HOC COMMITTEE ON EQUAL OPPORTUNITY IN HOUSING

Diana L. Manning, Fisk
Aubrey Armstrong, Fisk
Ernest Campbell, Meharry
Robert P. Thomson, Peabody
Leslie Phillips, Peabody
Leonard T. Wolcott, Scarritt
DeWitt Johnson, Scarritt
Parker L. Coddington, Vanderbilt
Eugene A. TeSelle, Jr., Vanderbilt
William Y. Smith, Vanderbilt

AFRO-AMERICAN STUDIES COMMITTEE

Gerald McWhorter, Fisk
Leslie Falk, Meharry
Jack Willers, Peabody
Akbar Muhammad, Vanderbilt

CALENDAR COMMITTEE

Theodore A. Love, Fisk
Eugene Carruthers, Meharry
Arthur H. Cook, Peabody
James I. Warren, Scarritt
Lawrence C. Hay, Scarritt
William O. Batts, Jr., Vanderbilt
Richard L. Blanton, Vanderbilt

COMMUNITY PROGRAMS ADVISORY COMMITTEE

Diana L. Manning, Fisk
Ernest Campbell, Meharry
Robert P. Thomson, Peabody
Leonard T. Wolcott, Scarritt
Parker L. Coddington, Vanderbilt

CONSULTATIVE COMMITTEE FOR JUL FEASIBILITY STUDY (1973-74)

E. Oscar Woolfolk, Fisk
Jessie C. Smith, Fisk
Frank Perry, Meharry
Charles W. Johnson, Meharry
William W. Force, Peabody
Kenneth S. Cooper, Peabody
Ralph W. Decker, Scarritt
Frederic T. Billings, II, Vanderbilt
Robert T. Lagemann, Vanderbilt
Frank P. Grisham, JUL
Mary Jane Werthan, JUL
Nicholas Hobbs, NUC Council
Richard H. Morgan, NUC Staff

CONTINUING EDUCATION COMMITTEE

Nebraska Mays, Fisk
Frank Perry, Meharry
James Whitlock, Peabody
Robert Reber, Scarritt
Ray Poggenberg, Vanderbilt

EDUCATIONAL MEDIA RESOURCES COMMITTEE

Jessie C. Smith, Fisk
Frank Perry, Meharry
Frances Cheney, Peabody
John Washburn, Scarritt
Lyman B. Burbank, Vanderbilt

SUBCOMMITTEE ON COMPUTER ASSISTED INSTRUCTION

Thomas F. Potter, Fisk
James L. Coole, Meharry
Alex Ford, Meharry
R. Wilburn Clouse, Peabody
Phillip H. Rhein, Vanderbilt
William H. Rowan, Jr., Vanderbilt
Linda P. Brady, Vanderbilt

SUBCOMMITTEE ON EDUCATIONAL CABLE TELEVISION

Robert L. Holmes, Jr., Fisk
Frank Perry, Meharry
John M. Frase, Peabody
James H. Warren, Scarritt
Royal G. Albridge, Vanderbilt
Lyman B. Burbank, Vanderbilt

SUBCOMMITTEE ON LIBRARY RESOURCES

Jessie C. Smith, Fisk
Blondell Strong, Meharry
Frances Cheney, Peabody
Vivian C. Morter, Scarritt
Frank P. Grisham, Vanderbilt

FINE ARTS COMMITTEE

David Driskell, Fisk
Gladys I. Forde, Fisk
Oscar M. Henry, Fisk
H. Gilbert Trythall, Peabody
Walter Rutkowski, Peabody
Willard C. Booth, Peabody
James H. Warren, Scarritt
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